

Teacher Growth Guide 2.3

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging	Developing	Proficient	Distinguished				
<p>2E3) The emerging teacher...</p> <p>Applies theories of learning to create well-planned and delivered instruction.</p>	<p>2D3) The developing teacher also...</p> <p>Implements research-based instruction focused on production of learning for individual students.</p>	<p>2P3) The proficient teacher also...</p> <p>Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.</p>	<p>2S3) The distinguished teacher also...</p> <p>Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Lesson plans are consistent with best-practice and foundational and current learning theories</i></p> <p>Evidence of Practice <i>Alignment exists between instruction that is planned and instruction that is delivered</i></p> <p>Evidence of Impact <i>Students receive instruction based on effective planning</i></p>	<p>Evidence of Commitment <i>Uses foundational and current learning theories to design instruction aimed at fostering learning in every student</i></p> <p>Evidence of Practice <i>Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs</i></p> <p>Evidence of Impact <i>Students individual learning needs are addressed</i></p>	<p>Evidence of Commitment <i>Uses emerging research to design instruction likely to produce learning for every student</i></p> <p>Evidence of Practice <i>Consistently and effectively delivers instruction which focuses on producing learning gains for every student</i></p> <p>Evidence of Impact <i>Student learning gains increase as a result of the teacher's effective instruction</i></p>	<p>Evidence of Commitment <i>Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student</i></p> <p>Evidence of Practice <i>Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom</i></p> <p>Evidence of Impact <i>Student learning gains increase as a result of theories of learning</i></p>				
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

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The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment			
<ul style="list-style-type: none"> • Student assessment data • Lesson/unit plans • Substitute teacher plan • Bulletin board(s) • Posted behavioral norms/class procedures • Student work/rubric displays 	<ul style="list-style-type: none"> • Structured teacher interviews • Student/parent survey • Research documentation log • Instructional records • Professional growth plans • Personnel file • Flexible grouping plans 	<ul style="list-style-type: none"> • Rubrics/scoring guides • Self reflection • Student inventories - interest, learning style, multiple intelligence, developmental • Observation • Tiered/differentiated lessons/units 	<ul style="list-style-type: none"> • Communications • Educational environment • Agenda - collaborative meeting • IEP conferences/reports • Counselor reports • Professional learning
Professional Practice			
<ul style="list-style-type: none"> • Maintains individual student records and assessment data • Monitors individual student growth • Uses assessment data to make informed instructional and/or assessment decisions • Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles • Designs and implements student need-based instruction 	<ul style="list-style-type: none"> • Applies learning theories to the design of instruction • Plans and implements culturally responsive lessons • Connects instruction to students' background knowledge and experiences • Facilitates student long- and short-term goal setting • Provides differentiated learning activities • Modifies instruction based on a determined need (i.e. student learning, research, etc.) 	<ul style="list-style-type: none"> • Promotes student cooperative learning and collaboration • Implements research-based instruction • Makes "in the moment" instructional decisions/changes • Provides focused, objective, relevant, valid, specific, and purposeful feedback to students • Creates a safe risk-free learning environment • Demonstrates a respectful regard for each student 	<ul style="list-style-type: none"> • Models and/or shares with colleagues • Assists/Coaches colleagues • Mentors new teachers • Reflects on practice • Uses student/parent surveys to inform educator practice • Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff • Engages in community activities
Professional Impact			
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student planners • Student assessment data 	<ul style="list-style-type: none"> • Student reflection/journals • Student inventories • Student /parent feedback/comments • Student and/or parent survey results 	<ul style="list-style-type: none"> • Structured interviews with students • Student products/projects • Performance assessments 	<ul style="list-style-type: none"> • IEP Performance/growth reports • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress